

School Management after Decentralization in Indonesia

1st year student

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Research Area: Republic of Indonesia

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Background and Objectives of My Research

After the Decree of the Minister of National Education, Republic of Indonesia, No. 044/U/2002 concerning the Education Council and School Committee was implemented in 2003, every school in Indonesia should organize its own school committee. This is one of educational reforms undertaken in the process of decentralization in Indonesia.

Although the committee appears to be similar to Parent Teacher Association (PTA) in Japan, the first in which local authorities and educational specialists involved differs considerably from the latter in many aspects. To take some instances, if there is a teacher who is unable to teach pupils, the committee has a meeting to decide whether it urges the teacher to resign or not. The committee is also the organization that collects the fund for improving school facilities and practicing social activities. Furthermore, it gives advice to the school to change and improve a curriculum.

However, not every School Committee has such a power. Generally speaking, the committee seems to have more power in state schools than in private schools, since the latter are managed and funded by their own private foundation. In other words it is the foundation to exert a strong influence on the administration and management in the case of private schools.

There are many kinds of school in Indonesia, such as public school, private school, Christian school, Catholic school and Moslem school. Moreover, there are a wide range of differences between schools in cities and rural areas. With these points in mind, I will conduct field research to elucidate how the function of the school committee varies regionally and administratively.



With an elementary school teacher in Malang

Comment on Field School

When I took part in the ASAFAS Field School, I and other participants had a chance to visit the Embassy of Japan and the office of JICA in Jakarta. We could interview staff who worked there and got some information about their works and duties. After that, we had another program, that is, home stay in a rural village, Taman Jaya in the province of Banten. From that experience, we were able to know about the local people's everyday life by living with a family for some times. It is a far better way to understand culture than to know it from the description of other persons' experiences.

It was also nice for me to discuss with the other participants about their research interests and subjects. We could exchange various kinds of information and ideas each other.

The most important thing that I learned from the Field School is that it is absolutely essential to make a quick note of observations and interviews that we carried out in our field research. They rapidly drop from our short-term memory and will be largely transformed in our long-term memory.

Although the place where the Field school was hold was in the island of Java, it differs considerably from my research area in Malang, East Java. in culture, custom and language. I realized again that Indonesia is a multiethnic, multilingual and multicultural country.

I keep in mind the above-mentioned things that I learned at the Field school and will approach my research subject.



Brick factory in Taman Jaya



Eating local food in Taman Jaya